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ABSTRACT

The Bienvenido Bilingual Education Project was funded under Title VII of the Elementary Secondary Education Act and implemented in kindergarten, first and second grade classrooms of two elementary schools in Clark County, Nevada. The project aimed to provide for the bilingual educational needs of Spanish speaking students which had not been met by other language programs. Since the project also was designed to improve English language skills among children of limited English language proficiency through peer assistance, and to broaden understanding of other languages and cultures among monolingual English speaking students, classes consisted of a majority of Spanish speakers and some monolingual English speakers. Additional objectives included: (1) increased mathematics skills; (2) the development of readiness skills among kindergarten pupils; (3) the development of instructional resources; (4) provision of staff training; and (5) promotion of parent involvement. In general, most of the objectives were attained. It is recommended that the program be extended to include third grade in 1981-82. (Author/MJL)

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CLARK COUNTY SCHOOL DISTRICT

BIENVENIDO BILINGUAL EDUCATION PROJECT

END OF YEAR REPORT FISCAL YEAR 1981

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NARRATIVE

INTRODUCTION

Las Vegas is located in the southern tip of Nevada in Clark County, which covers an area of 7,927 square miles. Clark County ranks first in population for Nevada with an estimated 398,584 residents. Clark is the fastest growing of Nevada's seventeen counties, increasing in population at approximately six percent annually with a projected 435,000 residents by the end of 1981, and includes four incorporated cities: Las Vegas, North Las Vegas, Henderson, and Boulder City. Also included in this area is the famed "Strip," location of many of the hotels which have made Las Vegas famous and which operate on a twenty-four hour per day basis as do many other facilities throughout the community.

During the 1980-81 school year, the District had 112 schools in operation: 69 elementary, 7 sixth grade centers, 3 special, 18 junior high, and 15 high schools (four of which are junior-senior high schools). All schools are racially integrated. Kindergarten is a part of the regular school program but is not compulsory. Approximately 88,220 students were enrolled for the 1980-81 school year. The projected enrollment for the 1981-82 school year is approximately 90,000 students.

The District operated a variety of programs including special programs for academically talented students, non-English and limited-English proficient students, and handicapped students. Five elementary schools whose student achievement is low were designated Special Needs Schools and, as such, received additional District

resources. Federal funds support many projects within the District, i.e., programs for disadvantaged, migrant, Indian, and handicapped students, vocational education, and teacher training. The ethnic distribution of students in fiscal year 1980-81 was 77 percent caucasion, 15 percent black, 5 percent Hispanic, .5 percent native American, 2 percent Asian, and .5 percent "other."

Educational Need

In order to meet the needs of language-different students, specifically the non-English proficient (NEP) and limited-English proficient (LEP) students, the Clark County School District utilized three programs this academic year. A Transitional Bilingual Education Program (TBE) was initially implemented in fiscal year 1979. It served the needs of non-English proficient (NEP) and limited-English proficient (LEP) Hispanic students enrolled in four elementary target schools. It has continued to serve these identified students by providing instruction in the basic skills in their native language, in conjunction with an English as a Second Language (ESL) component. This ESL Program was initiated in this District in 1971, resulting from a clearly substantiated need for the development of a special program designed for students who were falling behind in their basic education as a result of deficiency in the usage of the English language. Students who enter school with conflicting influences of a language other than English are served by this program in grades kindergarten through twelve. The major objective of these two programs was to facilitate, as rapidly as possible, the acquisition of English language skills which would enable the language-different student to achieve in the regular classroom.

In order to further provide for the unmet bilingual (Spanish-English) educational needs of students within this District, the Bienvenido Bilingual Education Project, under Title VII, was initially implemented in 1980. As of June 1, 1980, there were a total of 869 students classified as non-English proficient (NEP) or limited-English proficient (LEP). The assessment of these students was conducted using the Language Assessment Scales (LAS) instrument. This instrument determined each student's production proficiency in the home language and in English, and was also used to establish each student's baseline for instruction in the home language and in English. The Language Assessment Scales (LAS) are an assessment procedure approved by the Office for Civil Rights and they are utilized in OCR programs. Language assessments indicated that John S. Park and Sunrise Acres Elementary Schools had the greatest concentration of these language-different students. To provide additional services for this population, the Bienvenido Bilingual Education Project was implemented in grades kindergarten, one, and two at these two elementary schools. The two identified schools being served by the Title VII Bilingual Education Project had considerably higher percentages of federally defined, low income families. In this manner, the initial funding under Title VII and the resources of this project were concentrated in a limited number of project schools to more effectively serve the needs of these identified students.

Description of Program

The Bienevenido Bilingual Education Project, under Title VII, was implemented at John S. Park and Sunrise Acres Elementary Schools in November, 1980, due to funding being authorized after the school year had begun. This project was implemented in grades kindergarten, one, and two at these two target schools.

Table I

Bienvenido Project Staff and Student Distribution

	John S. Park Elementary School		Sunrise Acres Elementary School	
Grade	Students	Staff	Students	Staff
K	20	1 monolingual teacher 1 bilingual aide	22	1 bilingual teacher 1 bilingual aide
1	20	1 bilingual teacher 1 bilingual aide	20	1 bilingual teacher 1 aide
2	16	1 monolingual teacher 1 bilingual aide	18	1 monolingual teacher 1 bilingual aide
TOTAL	56		TOTAL 60	

Students at these grade levels received instruction for the entire day in a bilingual self-contained classroom setting. It was planned that each of the six classrooms would contain 20 Spanish-speaking students and 8 monolingual English-speaking students. The ratio of teachers to pupils (28-1) in this Title VII bilingual program was less than the ratio normally found in regular District classrooms at the K-2 level. The purpose of this number of participants in this bilingual education project was to assist children of limited-English proficiency in improving their English language skills through peer assistance, and to broaden the understanding of monolingual English-speaking children relative to languages and cultural heritages other than their own. These classes were taught by qualified bilingual personnel proficient in both English and Spanish. Instruction in these classrooms was directed at 75 percent English and 25 percent Spanish time levels. Instructions and directions were given in both languages. The non-English speaking students were provided reading instruction in

Spanish. All other instruction was provided in English. An indication of the high level of mobility of students attending these schools is the fact that of the 164 students who entered the program in the fall of 1980, only approximately 100 of these students were still enrolled in May, 1981. Instructional materials and approaches utilized were comparable in quality and diversity to those used in English language classrooms. The approach to this educational program was predicated upon providing concentrated instruction which would facilitate the transition of students from the Title VII bilingual classroom into the regular classroom, as well as into the English as a Second Language (ESL) program.

The following table shows the distribution of non-English proficient and limited-English proficient students at the two target schools for the targeted grade levels. In this project, a requirement was that parents of children participating in the program would be informed of the instructional goals of the program and the progress of their child in the program. An Individual Education Program (IEP) was written, with parental consultation, for each individual student enrolled in the Bienvenido Project. This Individual Education Program specified objectives to be attained in English language proficiency, Spanish language proficiency, and academic proficiency in reading and mathematics. Although 164 students entered the program, due to the high degree of mobility of students at these schools there were 116 Bienvenido Program students for whom Individual Education Programs were written in grades kindergarten, one, and two. A copy of the Individual Education Program form utilized for this project is attached in Appendix A.

Table II

Bienvenido Program
Non-English Proficient/Limited-English Proficient Students

		Kg.	1	2	Total
John S. Park Elementary	El Salvador	2	3	1	6
	Mexico	18	9	11	38
	Cuba	0	6	3	9
	Colombia	0	2	0	2
	Puerto Rico	0	0	1	1
		20	20	16	56
Sunrise Acres Elementary	El Salvador	2	2	1	5
	Mexico	20	17	16	53
	Cuba	0	0	1	1
	Spain	1	0	0	1
		23	19	18	60

A. Objective 1.a.

During the 1980-81 school year and in each succeeding project year, kindergarten through second grade students whose home language is Spanish and who have received a minimum of 130 days instruction will increase their Spanish language proficiency such that 75 percent of the students demonstrate an increase of one level, evidenced by a pre/post test comparison of the Language Assessment Scales (LAS).

Evaluation

The following table shows the Spanish production proficiency of students assessed in the Bienvenido Program.

Table III

Bienvenido Program
Spanish Production Proficiency

School	Students Assessed	Students With Increased Spanish Proficiency	Percent of Students Increasing Spanish Proficiency
John S. Park			
Grade K	16	9	56%
Grade 1	13	12	92%
Grade 2	10	6	60%
Total	39	27	69%
Sunrise Acres			
Grade K	20	15	75%
Grade 1	19	15	79%
Grade 2	15	11	73%
Total	54	41	76%
Grand Total	93	68	73%

The statistics shown on Table III indicate that of the total assessed students in the Bienvenido Program, sixty-eight of the ninety-three students demonstrated an increase in their home language production proficiency. This total of sixty-eight students represents 73 percent of those students assessed in the Bienvenido Program, thus indicating unsuccessful attainment of objective 1.a. It should be noted that the objective specified that 75 percent of the students with a minimum of 130 days instruction would attain this goal. Classroom activities began November 24, 1980, and thus precluded any program participant fulfilling this instructional time requirement in order to attain any program objectives during the initial year of project implementation. It can be anticipated that when the program participants receive benefit of 130 days, or more, of bilingual program instruction, the stated objective would be feasible.

Objective 1.b.

During the 1980-81 school year and in each succeeding project year, kindergarten through second grade students whose home language is Spanish and who have received a minimum of 130 days instruction will increase their English language proficiency such that 75 percent of the students demonstrate a minimum increase of one level, evidenced by a pretest/posttest comparison of the Language Assessment Scales (LAS).

Evaluation

Table IV

Bienvenido Program
English Production Proficiency

School	Students Assessed	Students With Increased English Proficiency	Percent of Students Increasing English Proficiency
John S. Park			
Grade K	16	6	37%
Grade 1	13	10	77%
Grade 2	10	9	90%
Total	39	25	64%
Sunrise Acres			
Grade K	20	10	50%
Grade 1	19	14	74%
Grade 2	15	14	93%
Total	54	38	70%
Grand Total	93	63	68%

Table IV shows the English production proficiency of those students assessed in the Bienvenido Program. The statistics shown on this table provide evidence that sixty-three of ninety-three students increased their English production

proficiency by at least one level. This represents 68 percent of those students assessed in the Bienvenido Program, thus indicating unsuccessful attainment of the stated objective relative to increased English production proficiency. Again it should be noted that no program participant received benefit of 130 days instruction during this first project year. It is anticipated that with a full year of program implementation this objective could be attained.

Objective 1.c.

During the 1980-81 school year and in succeeding project year, 75 percent of the first and second grade monolingual English-speaking students who have received a minimum of 130 days instruction will demonstrate reading skills such that they will score within one standard deviation of the school mean, measured by spring administration of the Clark County School District Reading Criterion-Referenced Test.

Table V

Bienvenido Program
CRT Reading Results

School	Tested Students	Mean Percent Correct	Standard Deviation	School Mean Percent Correct
John S. Park				
Grade 1	9	87	16.51	85.8
Grade 2	6	80.8	14.80	80.99
Sunrise Acres				
Grade 1	7	68	13.20	75.7
Grade 2	6	79.7	15.28	71.07

Evaluation

There were a total of nine first grade monolingual English speaking students in the Bienvenido Program at John S. Park Elementary School who were administered the spring 1981 Criterion-Referenced Reading Test. These students attained a mean percent correct of 87. The total school mean percent correct for the spring 1981 administration of the Reading Criterion-Referenced Test was 85.8. The statistics indicate successful attainment of the project objective for those monolingual English students who were administered this reading test at this grade level. At grade two, six monolingual English students attained a mean percent correct of 80.8 in reading, compared to the school mean percent correct of 80.99, thus indicating successful attainment of this objective for this group of students.

At Sunrise Acres Elementary School, seven grade one monolingual English speaking students participating in the Bienvenido Program were administered the spring 1981 Criterion-Referenced Test. These students attained a mean percent correct of 68. The total mean percent correct for this test was 75.7, with a standard deviation of 13.20 indicating that those students tested at this grade level did score within one standard deviation of the school mean. At grade two, six students at this school were administered the District Reading Criterion-Referenced Test, attaining a mean percent correct of 79.7; the school mean for this grade level was 71.07, indicating Bienvenido Program students were again successful in attaining the stated reading objective.

Objective 1.d.

During the 1980-81 school year and in each succeeding project year, first and second grade students whose home languages are either Spanish or English and who have received a minimum of 130 days of instruction will increase their math skills such that they score within one standard deviation of the school mean, measured by spring administration, in the student's home language, of the Clark County School District Math Criterion-Referenced Test.

Evaluation

Title VI

Bienvenido Program
CRT Math Results

School	Tested Students	Mean Percent Correct	Standard Deviation	School Mean Percent Correct
John S. Park				
Grade 1	26	90.2	12.01	92.1
Grade 2	22	77.2	11.92	75.24
Sunrise Acres				
Grade 1	24	74.1	9.21	83.3
Grade 2	21	85.5	13.75	66.2

At the John S. Park Elementary School a total of forty-eight students were administered the District Math Criterion-Referenced Test. At grade one, twenty-six students in the Bienvenido Project attained a mean percent correct of 90.2 compared to the school mean percent correct of 92.1, indicating

attainment of scores within one standard deviation of the school mean as specified in this objective. There were twenty-two second grade students at John S. Park who were administered the spring Math Criterion-Referenced Test, and this group attained a mean percent correct of 77.2, compared to the school mean for this grade level of 75.24, indicating these students successfully scored within one standard deviation of the school mean as stated in this objective. At Sunrise Acres Elementary School, twenty-four grade one students were administered the math test. Their mean percent correct at this grade level was 74.1, compared to the school mean percent correct of 33.3, indicating that those students tested at this grade level did score within one standard deviation of the school mean. At the second grade level at Sunrise Acres, twenty-one students were administered the District Math Criterion-Referenced Test, attaining a mean percent correct of 85.5, compared to the school mean percent correct of 66.22, indicating that grade two students at this school scored above one standard deviation of the school mean.

Objective 1.e.

During the 1980-81 school year and in each succeeding project year, kindergarten students whose home language is either Spanish or English and who have received a minimum of 130 days instruction will demonstrate readiness skills such that 75 percent of the students in each group score at or above the fiftieth percentile, measured by spring administration in the students' home language,

of the Stanford Early School Achievement Test.

Evaluation

Table VII

Bienvenido Program
Stanford Early School Achievement Test Results

School	Kindergarten Students	Scored Above 50th Percentile	Percent Above 50th Percentile
John S. Park	27	11	40.7
Sunrise Acres	24	5	20.8
TOTAL	51	16	31.3

In the two kindergarten classes participating in this project, a total of fifty-one students were administered the Stanford Early School Achievement Test in spring, 1981. Of the total fifty-one students tested, sixteen students (31.3%) scored above the fiftieth percentile, using national norms for this vendor scored test, indicating that this objective was not successfully attained this project year.

B. Objective Two

During the 1980-81 school year and in each succeeding project year, project students whose home language is Spanish will be identified as having achieved English language proficiency and transferred from the bilingual education program into other appropriate instructional programs, evidenced by performance

at or above the middle of Level III on the Language Assessment Scales and by achievement at or within one standard deviation below the school mean on the Clark County School District's Reading and Math Criterion-Referenced Tests.

Evaluation

A team consisting of the student's parents, the school principal, the bilingual classroom teacher, the bilingual resource teacher, and the regular teacher of the classroom where the student will be placed was convened to assess student progress and to evaluate exit criteria for each student who was transferred from the Title VII bilingual program into the regular classroom, or the English as a Second Language Program. Upon evaluation of exit criteria during fiscal year 1980-81, eight students at John S. Park and seventeen students at Sunrise Acres achieved at the level necessary to exit the Bienvenido Bilingual Program. This total of twenty-five students who successfully met exit criteria were placed in regular classrooms, and continued to receive the bilingual services provided by the English as a Second Language Program.

C. Objective Three

During the 1980-81 school year and in each succeeding project year, instructional resources appropriate for incorporation into grade level curricular outlines will be obtained and/or adapted.

Evaluation

During the first year of project implementation, there was continual updating of instructional techniques and project materials. For product evaluation, Spanish translations of the following tests occurred.

1. Clark County School District Criterion-Referenced Mathematics and Reading Tests, grades one and two.

2. Stanford Early School Achievement Test.

3. Clark County School District Kindergarten Instrument for Diagnosing Skills.

Additionally, two components for updating instructional materials were implemented.

A. Curricular Outline Development

A task force was convened to develop a curriculum outline and program activities correlated with the Spanish Reading Keys, grade levels one and two, the Peabody Kits, and the Idea Kits. This task force was convened from February to May, 1981.

B. Materials Adaptation and Critique

The convened task force correlated curriculum objectives in the bilingual program with the objectives in the Peabody and Idea Kits

for correlation and easy reference. Commercial equipment and materials were purchased to supplement the bilingual program, including LAS Linguametrics Group Manuals and Cassettes, Spanish Competency Skills Tests, and Spanish Reading Keys Placement Tests.

D. Objective Four

As a result of participating in the inservice education program during the 1980-81 school year and in each succeeding project year, project staff will demonstrate skills in bilingual education instructional strategies and techniques which establish positive and responsible interaction with project students and their parents.

Evaluation

The following list of inservice educational programs was provided for the Bienvenido Bilingual Education Project staff during 1980-81, and included other public school staff and parents as participants.

Bilingual Project Staff Training

A. Staff Orientation to Project, November 17, 1980, at Sunrise Acres Elementary School, 8:00 a.m. - 8:30 a.m. conducted by project manager.

B. Staff Orientation to Project, November 18, 1980, at John S. Park Elementary School, 8:00 a.m. - 8:30 a.m. conducted by project manager.

C. Teacher/Teacher Aide Workshop, November 19, 1980, No. 9th St., 8:00 a.m. - 3:00 p.m. Consultant: Yolanda Hernandez, Bilingual Education Service Center, San Diego, California.

D. Primary and Second Language Acquisition Workshop, November 20, 1980, No. 9th St., 8:00 a.m. - 3:00 p.m. Consultant: Antonia Armendariz, Bilingual Education Service Center, San Diego, California.

E. Assessment of Bienvenido staff needs conducted December 5, 1980. Future inservice will be based on the results of this needs assessment.

F. Spanish Reading Keys Inservice, December 15, 1980, Sunrise Acres Elementary School, 3:00 p.m. - 5:00 p.m. Consultant: Rosa Flores, Economy Co., Scottsdale, Arizona.

G. Parent Involvement and Community Resources, February 26, 1981, No. 9th St., 6:30 p.m. - 9:00 p.m. Consultant: Dr. Manuel Guerra, CABAC, Albuquerque, New Mexico.

H. Bilingual Teaching Strategies, March 17, 1981, No. 9th St., 8:00 a.m. - 3:00 p.m. Consultant: Gloria Fimbres, Bilingual Education Service Center, San Diego, California.

I. English as a Second Language Methods and Techniques, March 26, 1981, No. 9th St., 8:00 a.m. - 3:00 p.m. Consultants: Ida Carrillo and Lee Jane Esslinger, CABAC, Albuquerque, New Mexico.

J. Integrating Hispanic Culture into the School Curriculum, May 13, 1981, No. 9th St., 8:00 a.m. - 3:00 p.m. Consultant: Armando Ayala, Bilingual Education Service Center, San Diego, California

K. Teacher/Teacher Aide Companion Training, August 17, 1981, No. 9th St., 8:00 a.m. - 3:00 p.m. Consultants: Ida Carrillo and Lee Jane Esslinger, CABAC, University of New Mexico.

L. Entry/Exit Criteria Training, August 18, 1981, No. 9th St. 8:00 a.m. - 3:00 p.m. Consultant: Emily Palacios, BESC, San Diego State University.

M. Idea/Peabody Correlation and "DO" Activities, August 19, 1981, No. 9th St., 8:00 a.m. - 3:00 p.m. Consultants: Ida Carrillo and Lee Jane Esslinger, CABAC, University of New Mexico.

N. School Staff - Bilingual Education/Diagnosing Learning Problems Training, August 20, 1981, John S. Park Elementary School, 8:00 a.m. - 3:00 p.m. Consultants: Dr. Rafael Fernandez and Ms. Linda Northcutt, Bilingual Education Service Center, San Diego State University.

O. Project Evaluation/Procedures, August 21, 1981, ESL Office, 8:00 a.m. - 12:00 p.m. Aileen Vanden Dries and Andrew A. Martinez, Clark County School District.

Evaluations for all workshops were completed with positive ratings assigned for each workshop conducted.

E. Objective Five

During the 1980-81 school year and in each succeeding project year, parents of project students will demonstrate an understanding of the bilingual education program gained through their participation in activities designed to increase parent knowledge of and involvement in the project, evidenced by a questionnaire administered at the end of May of each project year.

Evaluation

Several meetings were held to form the Bienvenido Project Advisory Committee on December 11, 17, and 18, 1980. Eight parents of students participating in the Bienvenido Project and an interested community member comprised the Advisory Committee. This Advisory Committee shared ideas, assisted in contributing to problem solving in the project, and contributed to discussion of topics requested by staff members, the school principals, the project manager, or any other interested participants. A Parent Involvement Workshop was conducted in January, 1981, with an out-of-District consultant from the Bilingual Education Service Center, San Diego, California. A newsletter entitled "El Faro, the Beacon" was disseminated containing items regarding students and activities which would be of interest to parents. Publication of articles pertaining to the Bienvenido Project were distributed in local newspapers. A questionnaire was distributed to all parents of students receiving Bienvenido Project services to solicit parental

opinions regarding program effectiveness and ways in which they might have benefited through participation in project activities. Results of this questionnaire can be found in Appendix B. The parents who responded in the Spanish language numbered sixty-six (57%) and those monolingual English parental responses numbered nineteen (16%). The one item receiving the most positive response was the statement--"This program has helped my child improve his/her school performance."

PROGRAM MODIFICATION

In order to improve the quality of services provided for those students enrolled in this project for the 1981-82 academic year, the following recommendations were proposed by the project staff.

1. It has been recommended, and approved, that the Bienvenido Program expand to provide services at the third grade level for fiscal year 1981-82 in order that those second grade students benefiting from project participation at the two elementary schools served during fiscal year 1980-81 will have a continuation of concentrated language instruction.

The following objectives require the changes indicated, and approval for such modification.

2. Objective 1.a.

   This objective states 75 percent of all students, grades kindergarten through three, will increase their Spanish language proficiency by one level using the Language Assessment Scales pre/post test comparison.

3. Objective 1.b.

   This objective states 75 percent of all students, grades kindergarten through three, will increase their English production proficiency by one level, as measured by a pretest/posttest comparison utilizing the Language Assessment Scales.

Language Assessment Scales

Current Scale		Proposed Change	
Level I	1-54	Level I.A.	1-27
Level II	55-64	Level I.B.	28-54
Level III	65-74	Level II	55-64
Level IV	75-85	Level III	65-74
		Level IV	75-85

These objectives should be changed such that the Level I student would be allowed a gain measured by a designation of Level I.A., which would be a score of 1-27, and a second designation of Level I.B. which would be a score of 28-54. This breakdown would be more equitable since most of the students who failed to increase either their Spanish or English language production proficiency by one level were those students designated as Level I.

4. Objective 1.c.

This objective states monolingual English students in first, second, and third grades will score within one standard deviation of the school mean on the spring District Reading Criterion-Referenced Test. This objective should be changed to include an assessment of reading skills for the Spanish-speaking student, utilizing the Spanish Reading Keys pretest/posttest comparison to evaluate the reading skills of these students. It should be noted measured gains in reading are possible only if the pretest has been administered.

5. Objective 1.d.

This objective states either Spanish or English speaking students in grades one, two, and three will score within one standard deviation of the school mean on the District Math Criterion-Referenced Test. This objective remains as stated, with no required change.

6. Objective 1.e.

A total of 75 percent of the kindergarten students enrolled in this program were to score above the fiftieth percentile on the Stanford Early School Achievement Test. It has been recommended that the BOEHM Test of Basic Concepts published by the Psychological Corporation be utilized to assess student readiness skills and that this test replace the Stanford Early School Achievement Test for kindergarten students. Children who are not familiar with basic concepts are likely to be handicapped in following instructions for typical reading readiness and other tests.

CONCLUSIONS

1. A total of 116 non-English proficient, limited-English proficient, and monolingual English kindergarten through second grade students at two elementary schools, John S. Park and Sunrise Acres, received instruction for the entire day in bilingual self-contained classrooms in the Bienvenido Program during fiscal year 1980-81.

2. An expansion of services to more effectively and appropriately meet the needs of an annually increasing language-different student population was evidenced by the implementation of the Title VII Bienvenido Bilingual Education Project.

3. The primary objective of this bilingual project was to provide concentrated instruction which would facilitate as rapidly as possible the transition of students from the Title VII bilingual classroom into the regular classroom as well as into the ESL program and other appropriate instructional programs. Of the total program enrollment of 116 students, 25 achieved to a degree that permitted their transition into the regular classroom.

4. An anticipated outcome of designating enrollment in each Bienvenido Project classroom to be comprised of approximately 20 Spanish speaking students and 8 monolingual English speaking students was to assist children of limited-English proficiency in improving their English language skills through peer assistance, and to broaden the understanding of monolingual English-speaking children relative to languages and cultural heritages other than their own.

5. Approximately two thirds of those students enrolled in the Bienvenido Project increased their English language production proficiency by at least one level.

ARK COUNTY SCHOOL DISTRICT CC-52A

INTER-OFFICE MEMORANDUM

TO: Frank F. Dixon

FROM: Dennis Ortwein and Carol Bossert DATE: June 25, 1981

SUBJECT: Closeout summary for Bienvenido Bilingual Education, FY-81, Unit 640

Six formal monitoring sessions and several other technical assistance meetings took place. The following is a summary of monitoring and closeout activities for the Bienvenido Bilingual Education Project:

ACTIVITIES

Activities as outlined in the project (i.e. pre and post testing, task force review of materials and translation of tests, parent and extensive teacher inservices, and dissemination of information) were all completed during the project year.

EVALUATION

Data has been collected as per parent and teacher questionnaires. Student progress will be assessed according to performance objectives. All results will be outlined in the final project.

PERSONNEL

Any personnel changes will be enacted with the Personnel Department for FY-82. Arrangements have been made to encumber classified staff for September of 1981.

DISCREPANCIES

Six discrepancies were found during the project year. Four are still outstanding. Two relate to "appropriate" personnel not being hired for the project. The other two are no parent volunteer involvement and no exit conference being held in June with parents.

FISCAL

Final budget monitoring will occur prior to closeout. Appropriate departments have been notified of critical dates relating to fiscal closeout.

ODO:CB:ljk

APPENDICES

APPENDIX A

BIENVENIDO INDIVIDUAL EDUCATION PROGRAM

NAME _____

STUDENT NUMBER _____

CLARK COUNTY SCHOOL DISTRICT

INDIVIDUAL EDUCATION PROGRAM

BIENVENIDO Bilingual Project Title VII

SCHOOL _____ GRADE ____ SEX (CHECK ONE) (M)____ (F)____ AGE ____ DATE _____

PARENT or GUARDIAN _____ NAME _____ ADDRESS _____ PHONE _____

Objectives: 1. Spanish Language Proficiency 2. English Language Proficiency
3. Academic Proficiency
a. Reading
b. Math

Present Level of Performance: 1. _____
2. _____
3. _____
a. _____
b. _____

Goal: 1. _____
2. _____
3. _____
a. _____
b. _____

Evaluation Criteria: _____

	Effective Strategies and Materials	Objective Met as Stated	Made Progress, Not Completed	No Observable Progress
		1	2	3
The student will be able to:				
		1	2	3
The student will be able to:				
		1	2	3
The student will be able to:				
		1	2	3
The student will be able to:				

Teacher signature _____

Other personnel involved _____

APPENDIX B

BIENVENIDO BILINGUAL EDUCATION
PARENT QUESTIONNAIRE RESULTS

RESULTS OF SPANISH

PROGRAMA BILINGÜE BIENVENIDO

Cuestionario de Padres

1980-81

N = 66

Escuela _____

Grado de su niño/a ___K ___1 ___2

Favor marque (✓) Sí o No

1.	Los padres fueron envueltos en el Programa Bilingüe Bienvenido este año.	45	Sí	12 No
2.	Estoy consciente del Comité Consultivo de Padres.	49	Sí	10 No
3.	Fuí bien informado de todos los acontecimientos y actividades del Bienvenido.	54	Sí	9 No
4.	He asistido a un taller de padres.	23	Sí	33 No
5.	He recibido comunicación escrita tocante la matriculación de mi niño/a en este programa.	52	Sí	9 No
6.	Mi niño/a tiene mejor actitud hacia la escuela como resulto de este programa.	58	Sí	5 No
7.	Mi participación en conferencias y actividades me ayudó entender mejor este programa.	47	Sí	7 No
8.	El progreso de mi niño/a en lectura y matemáticas fué explicado a mí.	52	Sí	12 No
9.	Mi entendimiento de la escuela y comunidad a mejorado debido al Programa Bienvenido.	50	Sí	6 No
10.	Este programa ha ayudado a mi niño/a a mejorar la realización escolar.	60	Sí	3 No

Cualquier comento u sugestión usted quiera hacer para mejorar nuestro programa se los apreciamos.

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RESULTS OF ENGLISH
BIENVENIDO BILINGUAL EDUCATION
PARENT QUESTIONNAIRE
1980-81
N = 19

School _____ (name)

Student's grade ___K ___1 ___2

Please check (✓) one.

1.	Parents were involved in the Bienvenido Bilingual Education Program this year.	9 Yes	9 No
2.	I am aware of the Parent Advisory Committee.	17 Yes	2 No
3.	I was well informed of all Bienvenido Bilingual events and activities.	5 Yes	4 No
4.	I have attended a parent workshop.	3 Yes	16 No
5.	I have received written communication concerning my child's placement in this program.	14 Yes	3 No
6.	My child has a better attitude toward school as a result of this program.	8 Yes	4 No
7.	My participation in conferences and activities helped me better understand this program.	9 Yes	5 No
8.	My child's progress in reading and math was explained to me.	9 Yes	6 No
9.	My understanding of the school and community is greater due to the Bienvenido Program.	7 Yes	6 No
10.	This program has helped my child improve his school performance.	8 Yes	6 No

Any comments or suggestions you can make for improving this program are appreciated.

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